

Duisenbay A.E.¹, Akimbekova Sh.A.²
^{1,2}Abai Kazakh National Pedagogical University
¹ 2 year MA student
² PhD, acting associate professor

INTEGRATING AI TOOLS IN B2 LEVEL FOREIGN LANGUAGE CLASSROOMS: METHODS AND CHALLENGES

Abstract

This article examines the pedagogical integration of artificial intelligence (AI) tools in B2-level foreign language classrooms, with particular attention to both instructional methods and associated challenges. Grounded in theories of communicative competence, Communicative Language Teaching (CLT), and technology-enhanced language learning (CALL and MALL), the study argues that AI technologies—such as conversational agents, writing assistants, speech recognition tools, and adaptive learning platforms—can significantly enhance learners' interaction, autonomy, and access to individualized feedback. The paper outlines practical methods of implementation, including AI-supported speaking tasks, writing revision processes, task-based activities, pronunciation training, and vocabulary development. At the same time, it critically addresses key limitations, including overreliance on AI, risks to academic integrity, issues of accuracy and reliability, the digital divide, and ethical concerns related to data privacy. The findings suggest that while AI offers substantial benefits for developing communicative competence at the B2 level, its effectiveness depends on careful pedagogical design, teacher mediation, and critical use by learners. The article concludes that AI should function as a supportive tool within a structured instructional framework rather than a substitute for active language production and cognitive engagement.

Keywords: *Artificial intelligence in education; foreign language teaching; communicative competence; AI tools; CALL; MALL; task-based language teaching.*

Дүйсенбай Ә.Е.¹, Акимбекова Ш.А.²
^{1,2} Абай атындағы ҚазҰПУ
¹ 2 курс магистранты
² PhD, қауымдастырылған профессор м.а.

В2 ДЕҢГЕЙІНДЕГІ ШЕТЕЛ ТІЛІ САБАҚТАРЫНДА ЖАСАНДЫ ИНТЕЛЛЕКТ ҚҰРАЛДАРЫН ЕНГІЗУ: ӘДІСТЕРІ МЕН ҚИЫНДЫҚТАРЫ

Аңдатпа

Бұл мақалада В2 деңгейіндегі шетел тілі сабақтарында жасанды интеллект (ЖИ) құралдарын педагогикалық тұрғыда енгізу мәселесі қарастырылады, сонымен қатар оны қолдану әдістері мен туындайтын қиындықтарға ерекше назар аударылады. Зерттеу коммуникативтік құзыреттілік теорияларына, Коммуникативтік тілдерді оқыту (CLT) әдісіне және технологияға негізделген тіл үйрету бағыттарына (CALL және MALL) сүйенеді. Мақалада чат-боттар, жазу ассистенттері, сөйлеуді тану құралдары және бейімделген оқыту платформалары сияқты ЖИ технологиялары білім алушылардың өзара әрекеттесуін, дербестігін және жедел кері байланыс алу мүмкіндігін айтарлықтай арттыра алатыны дәлелденеді. Сонымен қатар, ЖИ құралдарын енгізудің практикалық тәсілдері

ұсынылады: сөйлеу дағдыларын дамытуға арналған тапсырмалар, жазбаша жұмысты түзету, тапсырмаға негізделген оқыту, айтылымды жетілдіру және сөздік қорды дамыту.

Сонымен бірге, мақалада ЖИ-ге шамадан тыс тәуелділік, академиялық адалдық мәселелері, мазмұнның дәлдігі мен сенімділігі, цифрлық теңсіздік және деректер құпиялылығы сияқты негізгі шектеулер сыни тұрғыдан талданады. Зерттеу нәтижелері ЖИ құралдары В2 деңгейінде коммуникативтік құзыреттілікті дамытуда үлкен мүмкіндік беретінін көрсетеді, алайда олардың тиімділігі педагогикалық тұрғыдан дұрыс ұйымдастырылуына, мұғалімнің бағыттаушы рөліне және білім алушылардың сыни қолдануына байланысты. Қорытындылай келе, ЖИ құралдары оқыту үдерісінде негізгі құрал емес, қосымша қолдаушы ресурс ретінде қарастырылуы тиіс.

Кілт сөздер: Білім берудегі жасанды интеллект; шетел тілін оқыту; коммуникативтік құзыреттілік; ЖИ құралдары; CALL; MALL; тапсырмаға негізделген оқыту

Дүйсенбай Ә.Е.¹, Акимбекова Ш.А.²

^{1 2} КазНПУ им.Абая

¹ Магистрант 2 курса

² PhD, и.о. ассоциированный профессор

ИНТЕГРАЦИЯ ИНСТРУМЕНТОВ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИЕ ИНОСТРАННЫМ ЯЗЫКАМ НА УРОВНЕ В2: МЕТОДЫ И ПРОБЛЕМЫ

Аннотация

В данной статье рассматривается педагогическая интеграция инструментов искусственного интеллекта (ИИ) в обучение иностранным языкам на уровне В2 с особым вниманием к методам их применения и сопутствующим трудностям. Исследование опирается на теории коммуникативной компетенции, коммуникативного подхода к обучению языкам (CLT), а также на концепции компьютерно- и мобильного обучения языкам (CALL и MALL). В статье утверждается, что технологии ИИ, включая чат-боты, письменные ассистенты, системы распознавания речи и адаптивные обучающие платформы, способны значительно повысить уровень взаимодействия обучающихся, их автономность и доступ к индивидуализированной обратной связи.

Рассматриваются практические способы внедрения ИИ, такие как задания для развития устной речи, редактирование письменных работ, обучение на основе задач, тренировка произношения и расширение словарного запаса. В то же время критически анализируются ключевые ограничения, включая чрезмерную зависимость от ИИ, риски нарушения академической честности, проблемы точности и надежности генерируемого контента, цифровое неравенство и вопросы конфиденциальности данных.

Результаты исследования показывают, что ИИ обладает значительным потенциалом для развития коммуникативной компетенции на уровне В2, однако его эффективность зависит от грамотного педагогического применения, направляющей роли преподавателя и критического отношения обучающихся к использованию технологий. Делается вывод о том, что ИИ должен выступать вспомогательным инструментом в рамках структурированного учебного процесса, а не заменой активной языковой практики и когнитивной деятельности.

Ключевые слова: Искусственный интеллект в образовании; обучение иностранным языкам; коммуникативная компетенция; инструменты ИИ; CALL; MALL; обучение на основе задач

Introduction

Artificial intelligence technologies have experienced robust upgrades over the recent years, affecting vast spheres, including education. Foreign language education field obtained new opportunities for facilitating language learning processes with the help of chatbots, adaptive learning platforms, and automated writing assistants (AI-powered tools). Language learners at the B2 level of the Common European Framework of Reference for Languages (CEFR), who are expected to showcase a high level of fluency, autonomous and competent language use, benefit from these technologies.

B2 level language learners demonstrate capability in working with complex texts, handling unforeseen situations, as well as thorough discourse production. Though, constant immersion, comprehensive input, interaction and feedback patterns. Traditional classroom settings often face limitations in providing individualized support and sufficient communicative practice. In this regard, AI tools offer potential solutions by enabling adaptive learning, instant feedback, and simulated interaction.

In spite of these opportunities, the integration of AI into language classrooms comes with a handful of pedagogical and ethical limitations. Addiction and overreliance on technology, threat to the level of learner's autonomy, possible limitations in accessing digital sources, and concerns regarding academic integrity are to be handled. Thus, investigations on challenges and limitations of implementing AI tools into B2 level classrooms need to be discussed, alongside methods integration.

This article aims to explore the methods of integrating AI tools in B2 level foreign language classrooms, as well as potential challenges of implementing them.

1. Theoretical Background

The integration of artificial intelligence (AI) tools into foreign language education is grounded in established theories of communicative competence and technology-enhanced language learning. Understanding these theoretical foundations is essential for evaluating the pedagogical value of AI in B2-level classrooms.

First introduced by Dell Hymes, the notion of communicative competence encompasses the extension of language proficiency with the inclusion of autonomous language use in various contexts, expanding beyond sheer grammatical knowledge. Michael Canale and Merrill Swain further advanced the concept of communicative competence, by proposing a complex model consisting of grammatical, sociolinguistic, discourse, and strategic competencies. These competencies take form in the ability to engage in and produce spontaneous discourse, and adapt language use according to context.

Accordingly, Communicative Language Teaching (CLT) foregrounds authentic interaction and autonomous language use as core to language learning. Debates, problem-solving discourse, complex reading, and extended/academic writing are expected to be communicative tasks that B2 level learners are challenged with. Conversely, the majority of traditional classroom settings furnish insufficient chances for learners for individual feedback and interaction. This limitation has led to the growing interest in technology-enhanced approaches.

Computer-Assisted Language Learning (CALL) has long been recognized as a means of supporting language acquisition through digital tools. Early forms of CALL centered on drill-and-practice activities, in contrast modern approaches prioritize interaction, autonomy, and learner-centered settings (Chapelle, 2001). Mobile-Assisted Language Learning (MALL) has expanded access to learning by enabling students to engage with language materials without dependency on time and place (Kukulska-Hulme & Shield, 2008). Both CALL and MALL emphasize the significance of flexibility, accessibility, and personalization in the language learning process.

The next step in the advancement of technology-driven language learning is artificial intelligence. In contrast to previous technologies, AI platforms have the capacity to imitate human-like interaction and deliver feedback by generating personalized learning programs. These characteristics align closely with the needs of B2 learners, who require extensive practice in producing language and refining their communicative competence. For example, AI-powered

chatbots can facilitate conversational practice, while automated writing tools support the maturation of coherence and accuracy.

From a theoretical perspective, AI integration has similarities to interactionist theories of second language acquisition; it emphasizes the purpose of input, output, and feedback in learning (Long, 1996). AI tools enhance these processes by increasing the amount and caliber of interaction within reach for the learners. Additionally, sociocultural theory foregrounds the importance of scaffolding and mediated learning, both of which can be supported through AI-driven guidance and feedback (Vygotsky, 1978).

Thus, the use of AI tools in B2-level classrooms is not merely a technological advancement but a pedagogically grounded progress that shares common principles with established theories of language learning. However, the effectiveness of such integration depends on how these tools are implemented within instructional practices, which will be explored in the following sections.

2. AI Tools in Language Learning

The rapid advancements of artificial intelligence (AI) technologies have led to the upsurge of a wide range of supplements curated to support foreign language learning. These supplements vary in their functionality, yet share a common tendency: the ability to provide adaptive, interactive, and oftentimes personalized learning experiences. In the context of B2-level instruction, AI tools can be categorized into numerous key types depending on their pedagogical functions.

One of the most prominent categories is AI-powered conversational agents, referred to as chatbots. Platforms such as ChatGPT enable learners to engage in simulated dialogues, providing opportunities for extended speaking and writing practice. Conversely to traditional classroom practices, these platforms grant instant responses and maintain discourse on a wide range of areas. Thus, B2 learners are granted opportunities to practice spontaneous communication, enhance fluency, and experiment with utilizing complex grammatical structures in low-anxiety settings. Fryer & Carpenter (2006) suggest that interaction with conversational agents can increase learner engagement and provide valuable opportunities for output production, which is essential for language development.

Another significant category contains AI-based writing assistants, i.e. Grammarly. These assistants dissect written text and produce thorough analysis on grammar, vocabulary, coherence, and style. B2 learners benefit from these feedbacks which support the development of accuracy and cohesion, since they are expected to produce clear and structured texts. In contrast to traditional correction methods, AI writing assistants provide immediate feedback, giving opportunities for learners to review their work independently. In spite of this, their effectiveness is up to learners' ability to critically interact with the remarks provided rather than passively acknowledging corrections.

Moreover, speech recognition and pronunciation tools posit a significant role in AI-enhanced language learning. Applications like Elsa Speak utilize machine learning algorithms to investigate learners' speech and deliver thorough feedback on pronunciation, intonation, and fluency. This is particularly beneficial for B2 learners in refining spoken production to achieve smoother clarity and authenticity. Such tools allow for repeated practice and individualized feedback, which are often challenging to organize in traditional classrooms.

In addition to these categories, AI-powered adaptive learning platforms provide personalized learning pathways according to learners' performance and progress. These systems adjust the level of difficulty, select appropriate tasks, and provide targeted feedback, thereby supporting differentiated instruction. This aligns with the needs of B2 learners, whose proficiency levels may vary significantly within the same classroom.

Furthermore, generative AI tools have introduced new possibilities for content creation and task design. Teachers and learners can use AI to generate texts, discussion prompts, role-play scenarios, and writing tasks tailored to specific learning objectives. This flexibility enhances the implementation of communicative and task-based approaches, as materials can be quickly adapted to learners' needs and interests.

Despite the wide range of available tools, their pedagogical value depends not on the technology itself but on how it is integrated into the learning process. Simply introducing AI tools without clear instructional objectives may result in superficial use that does not contribute to language development. Therefore, it is essential to consider how these tools can be effectively incorporated into classroom practices, particularly at the B2 level, where learners require structured opportunities for meaningful communication and skill development.

3. Methods of Integrating AI Tools in B2 Classrooms

The effective integration of artificial intelligence (AI) tools in B2-level foreign language classrooms requires a pedagogically grounded approach that aligns with communicative objectives and learner needs. At this proficiency level, students are expected to engage in extended discourse, express opinions, and interact with relative fluency. Therefore, AI tools should be used not as isolated technologies but as instruments that facilitate meaningful communication, critical thinking, and autonomous learning.

One of the most effective methods of integration involves the use of AI-powered conversational tools for developing speaking skills. For example, learners can engage in simulated discussions using platforms such as ChatGPT, where they are assigned roles or communicative scenarios, such as debating a social issue or solving a problem collaboratively. In this context, AI functions as an interaction partner that provides immediate responses, allowing students to practice spontaneous language production. To ensure pedagogical effectiveness, such activities should include pre-task preparation, where learners are introduced to relevant vocabulary and structures, and post-task reflection, where they analyze their performance and identify areas for improvement.

AI tools can also be integrated into writing instruction to support the development of coherence, accuracy, and complexity. Writing assistants like Grammarly can be used during the drafting and revision stages of writing tasks. For instance, students may first produce a draft independently and then use AI feedback to revise their work. Importantly, teachers should guide learners to critically evaluate AI suggestions rather than accept them unconditionally. This approach encourages metalinguistic awareness and helps learners develop editing skills, which are essential at the B2 level.

Another practical method involves the use of AI for task-based language teaching (TBLT). AI can be employed to generate authentic tasks, such as planning a trip, conducting an interview, or solving a real-world problem. In such activities, learners interact with AI-generated prompts or information, which serve as input for communicative tasks. For example, students might use AI to gather information about a topic and then present their findings in a structured discussion or written report. This integration supports the development of both receptive and productive skills while maintaining a focus on meaningful communication.

Pronunciation and speaking accuracy can be enhanced through AI-based speech recognition tools, such as Elsa Speak. These tools allow learners to practice pronunciation individually and receive detailed feedback on specific phonetic features. In classroom practice, such tools can be incorporated into blended learning models, where students engage in guided pronunciation exercises outside the classroom and apply their skills during in-class speaking activities.

AI tools can also support vocabulary expansion and contextualized language use. Teachers may design activities in which learners use AI to generate example sentences, synonyms, or contextual dialogues for new vocabulary items. However, it is important to ensure that learners verify and adapt AI-generated content, as not all outputs may be contextually appropriate or accurate.

Finally, AI integration can promote learner autonomy by enabling self-directed practice. B2 learners, who are expected to take greater responsibility for their learning, can use AI tools to practice language skills beyond the classroom. Teachers can support this process by providing clear guidelines on how to use AI effectively and ethically, thereby fostering independent learning habits.

Overall, the successful integration of AI tools in B2 classrooms depends on their alignment with communicative goals, the inclusion of structured pedagogical stages, and the active involvement of the teacher as a facilitator. While AI offers significant opportunities for enhancing language

learning, its effectiveness is determined by how thoughtfully it is incorporated into instructional practice.

4. Challenges of AI Integration in B2 Classrooms

Despite the enormous pedagogical potential of artificial intelligence (AI) programs in foreign language education, their integration into B2-level classrooms is followed by several challenges that need to be critically addressed. These challenges are not only technical but also pedagogical and ethical, demanding thorough consideration from professionals.

One of the primary concerns is the risk of over dependence on AI tools. While AI delivers instant feedback and continuous interaction, excessive reliance potentially reduces learners' capability to reflect critically and produce language autonomously. At the B2 level, students are expected to develop autonomy and the ability to construct arguments, express nuanced opinions, and engage in extended discourse. However, if learners rely tremendously on AI-generated responses, they may position themselves as passive recipients rather than active users of language. This issue is particularly relevant in writing tasks, where students may use AI to generate complete texts instead of developing their own ideas.

Closely related to this is the issue of academic integrity. The availability of generative AI tools, such as ChatGPT, raises concerns about plagiarism and authorship. Students may submit AI-generated content as their own work, which challenges traditional notions of assessment and evaluation. In this context, teachers must reconsider assessment practices and place greater emphasis on process-oriented tasks, such as drafts, reflections, and in-class performance, rather than solely evaluating final products.

Another significant challenge involves the changing role of the teacher. The integration of AI tools requires educators to shift from being primary sources of knowledge to facilitators and guides in the learning process. This transition may be difficult for some teachers, particularly those who are less familiar with digital technologies. Moreover, teachers must develop the skills necessary to critically evaluate AI tools, select appropriate applications, and integrate them effectively into their teaching. Without adequate training and support, the use of AI may remain superficial or ineffective.

The issue of accuracy and reliability of AI-generated content also presents a challenge. Although AI tools have advanced considerably, they are not always capable of producing contextually appropriate or pedagogically sound language. Errors in grammar, inappropriate vocabulary usage, or culturally insensitive content may occur. At the B2 level, where learners are refining their language skills, exposure to inaccurate input may hinder development. Therefore, it is essential for both teachers and learners to critically evaluate AI outputs rather than accept them uncritically. In addition, the digital divide remains a significant concern in the implementation of AI in education. Not all students have equal access to devices, stable internet connections, or paid AI tools. This inequality may lead to disparities in learning opportunities and outcomes. In contexts where access is limited, the integration of AI tools may inadvertently disadvantage certain learners, thereby contradicting the principles of inclusive education.

Finally, ethical considerations related to data privacy and the use of personal information must be taken into account. Many AI tools collect user data to improve their performance, raising questions about how this data is stored, used, and protected. Educators must ensure that the tools they use comply with ethical standards and do not compromise students' privacy.

In sum, while AI tools offer substantial opportunities for enhancing language learning at the B2 level, their integration is accompanied by complex challenges that require thoughtful and responsible implementation. Addressing these issues is essential for ensuring that AI serves as a support for learning rather than a substitute for meaningful linguistic development.

5. Conclusion

The integration of artificial intelligence (AI) tools in B2-level foreign language classrooms represents a significant development in contemporary language education. As demonstrated in this article, AI technologies offer substantial pedagogical benefits, including increased opportunities for interaction, immediate feedback, and personalized learning. These features align closely with

the communicative and learner-centered goals associated with B2 proficiency, where students are expected to demonstrate fluency, coherence, and independence in language use.

At the same time, the effectiveness of AI integration depends largely on how these tools are implemented within instructional practice. Practical methods such as AI-supported speaking activities, writing revision processes, task-based learning, and pronunciation training can enhance language development when guided by clear pedagogical objectives. In this context, the role of the teacher remains central, as educators must structure activities, provide guidance, and ensure that AI is used as a supportive tool rather than a replacement for active learning.

However, the integration of AI is not without challenges. Issues related to overreliance, academic integrity, technological accessibility, and the reliability of AI-generated content highlight the need for a balanced and critical approach. Addressing these challenges requires not only technical awareness but also pedagogical adaptation and ethical responsibility.

In conclusion, AI tools have the potential to significantly enhance B2-level foreign language instruction when integrated thoughtfully and strategically. Future research should focus on empirical investigations of AI-supported learning outcomes and the development of best practices for sustainable and effective implementation in diverse educational contexts.

References

1. Bennett, M. J. (1993). *Developmental Model of Intercultural Sensitivity*. Intercultural Development Research Institute.
2. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
3. Jantan, N., Tahreb, N. S., Ibrahim, Q., Hamzah, I. F. A., & Halim, N. A. (2024). *TikTok as a pedagogical tool for English language learning: A systematic literature review*. *Gading Journal of Science and Technology*, 7(1), 45–60.
<https://gadingssuitm.com/index.php/gadingss/article/download/548/449/>
4. Mohammed, S., AbdAlgane, M., & Abdelrady, A. (2025). *Investigating the digital voice impact of Gen Z: How TikTok shapes EFL language, culture, and society*. *International Journal of Language and Culture*, 12(2), 88–104. <https://www.researchgate.net/publication/393661963>